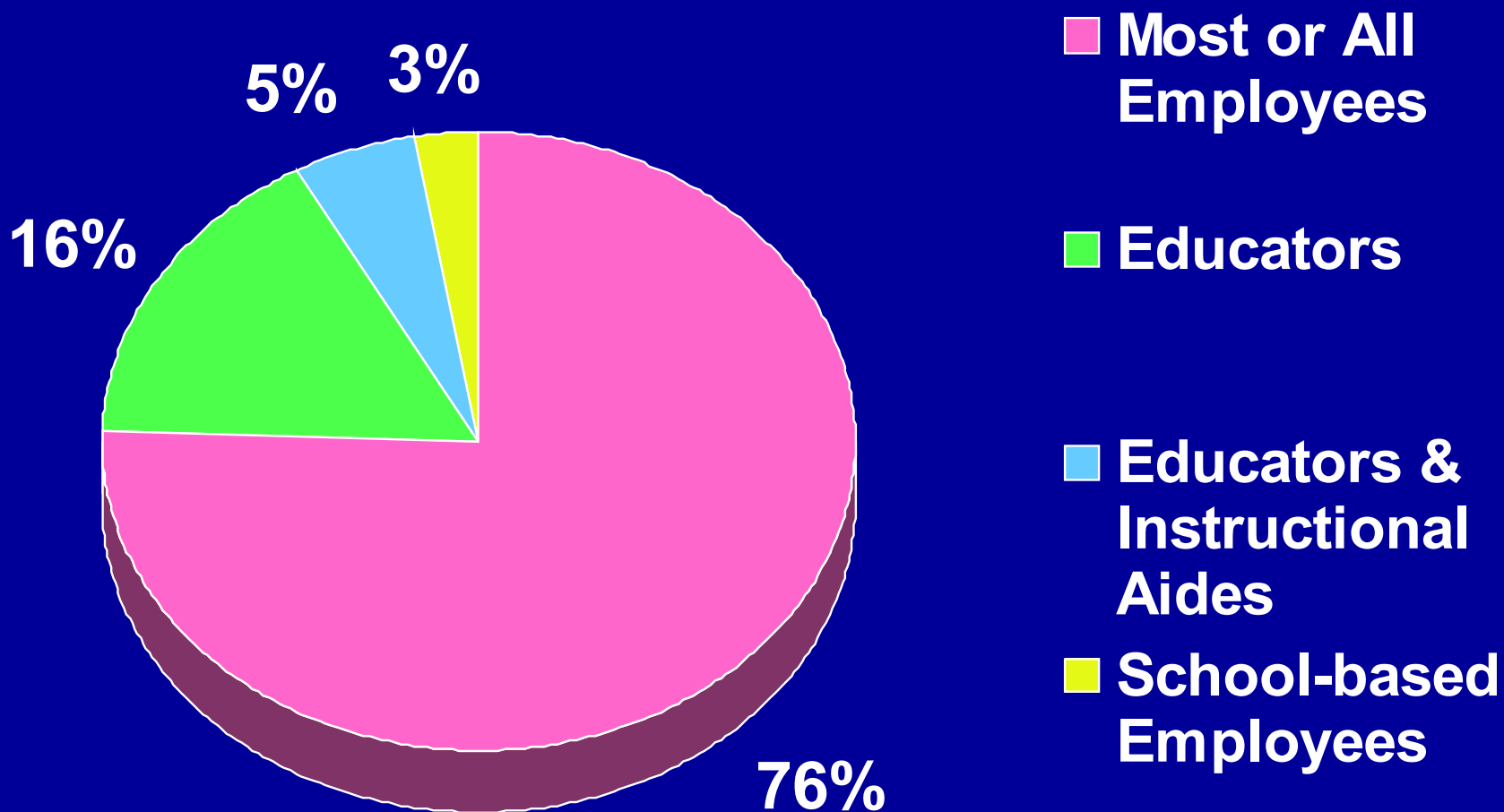# One-time Public Education Performance Pay Plans

Prepared by the Office of Legislative Research and General Counsel for:
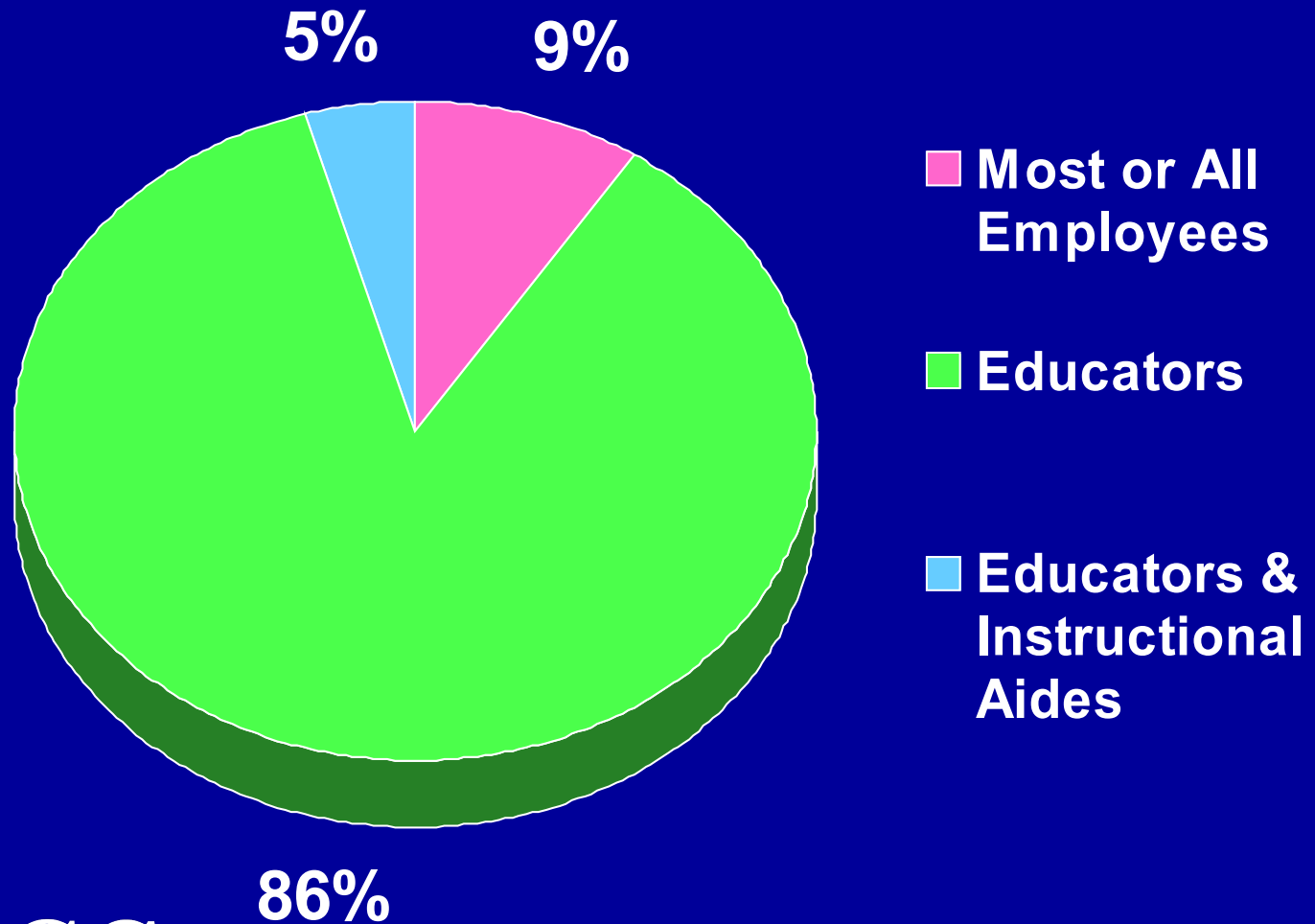
Education Interim Committee
Utah State Legislature
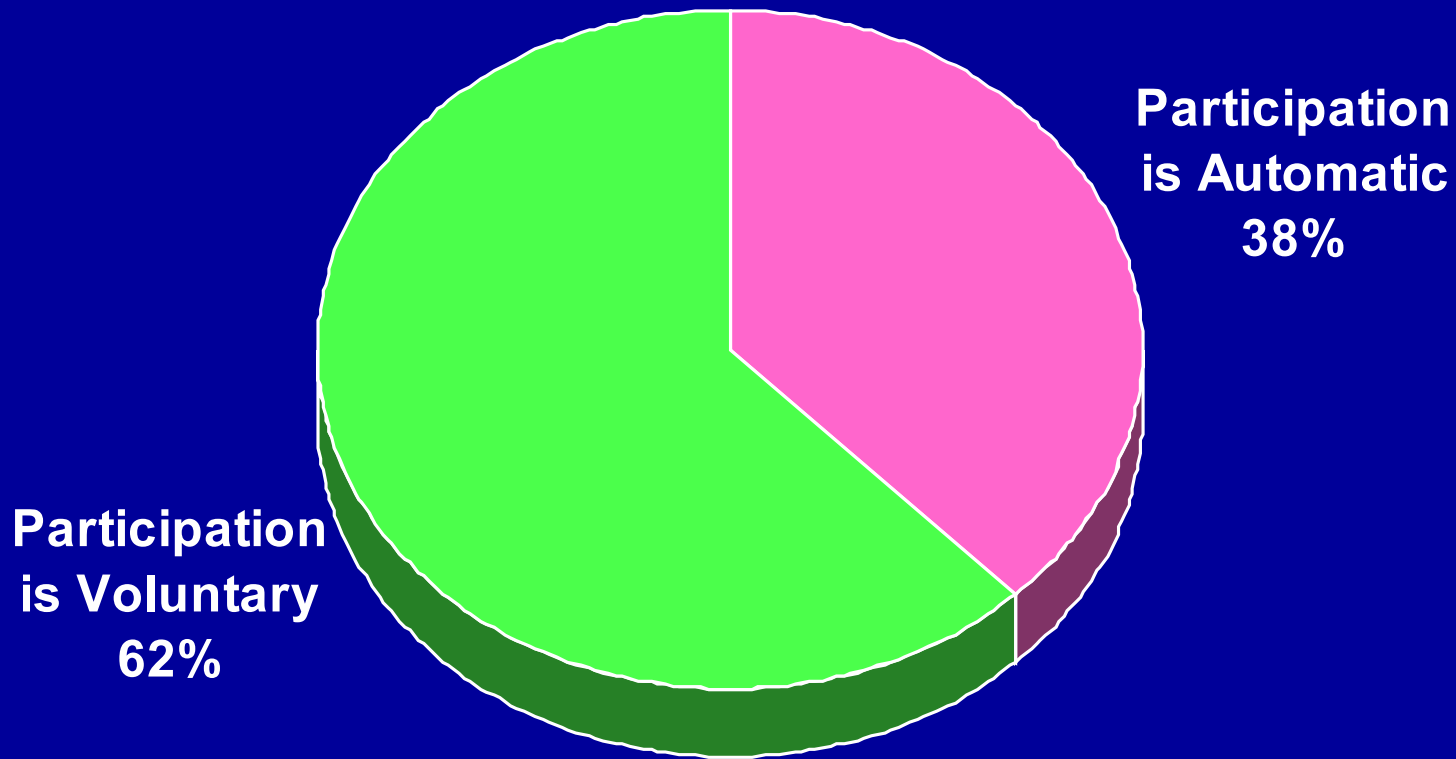
August 21, 2008

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School District Plans - Eligible Employees

Pie chart legend:
- **Most or All Employees** — 76%
- **Educators** — 16%
- **Educators & Instructional Aides** — 5%
- **School-based Employees** — 3%

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Charter School Plans – Eligible Employees

5%   9%

Most or All Employees

Educators

Educators & Instructional Aides

86%

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School District Plans

Participation is Automatic 38%

Participation is Voluntary 62%

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Charter School Plans

Participation is Voluntary — 7%
Participation is Automatic — 93%
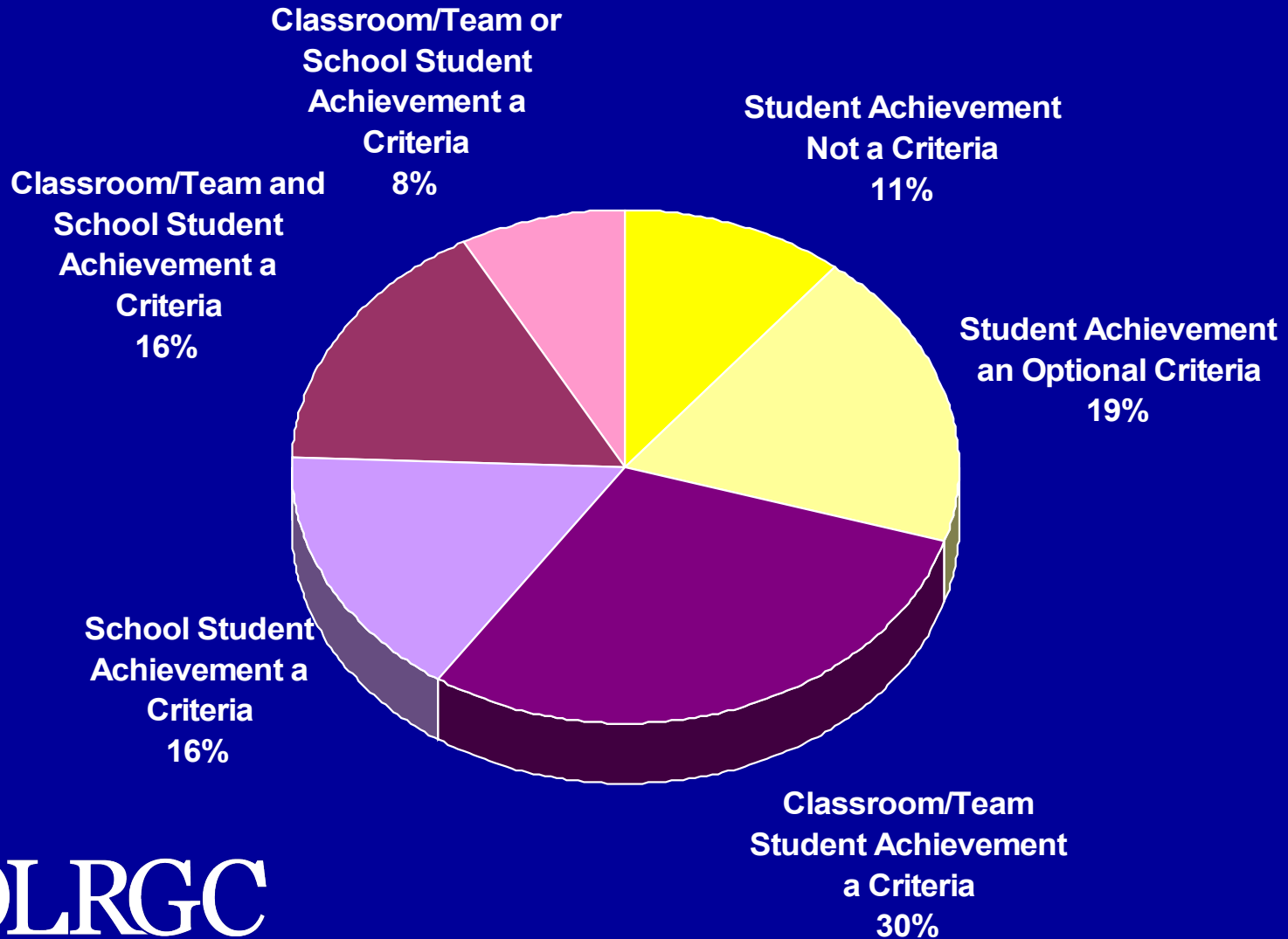
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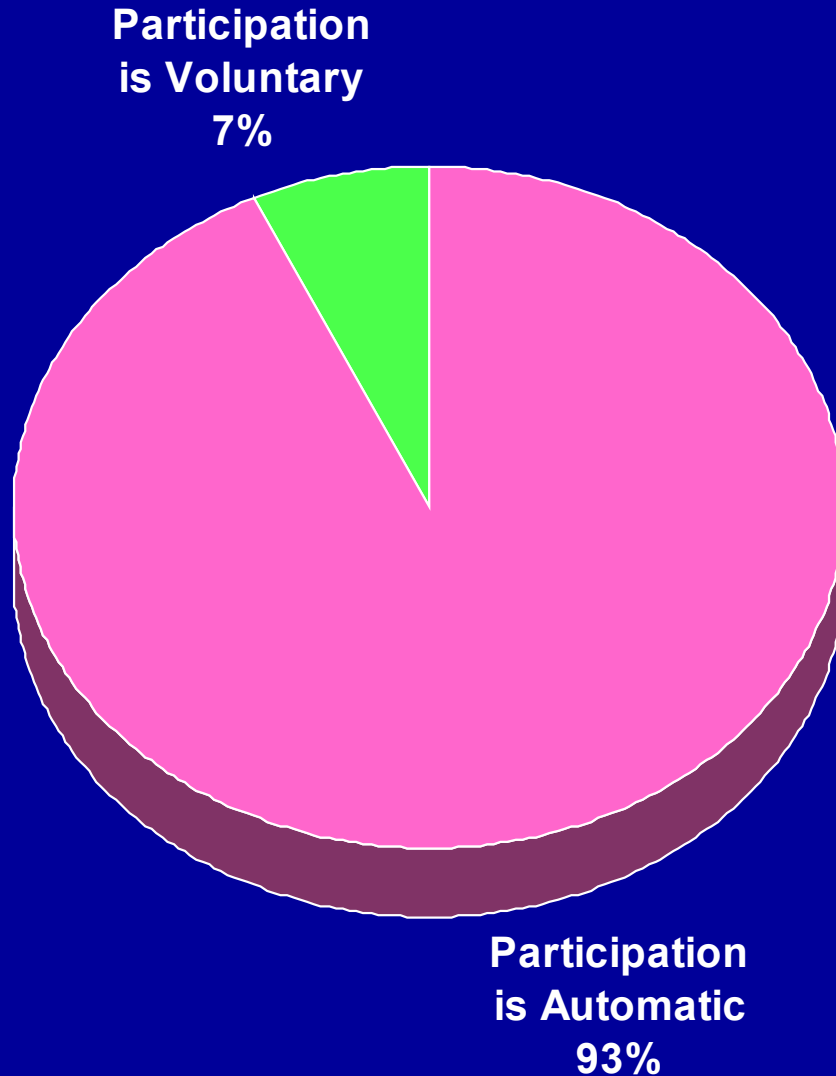
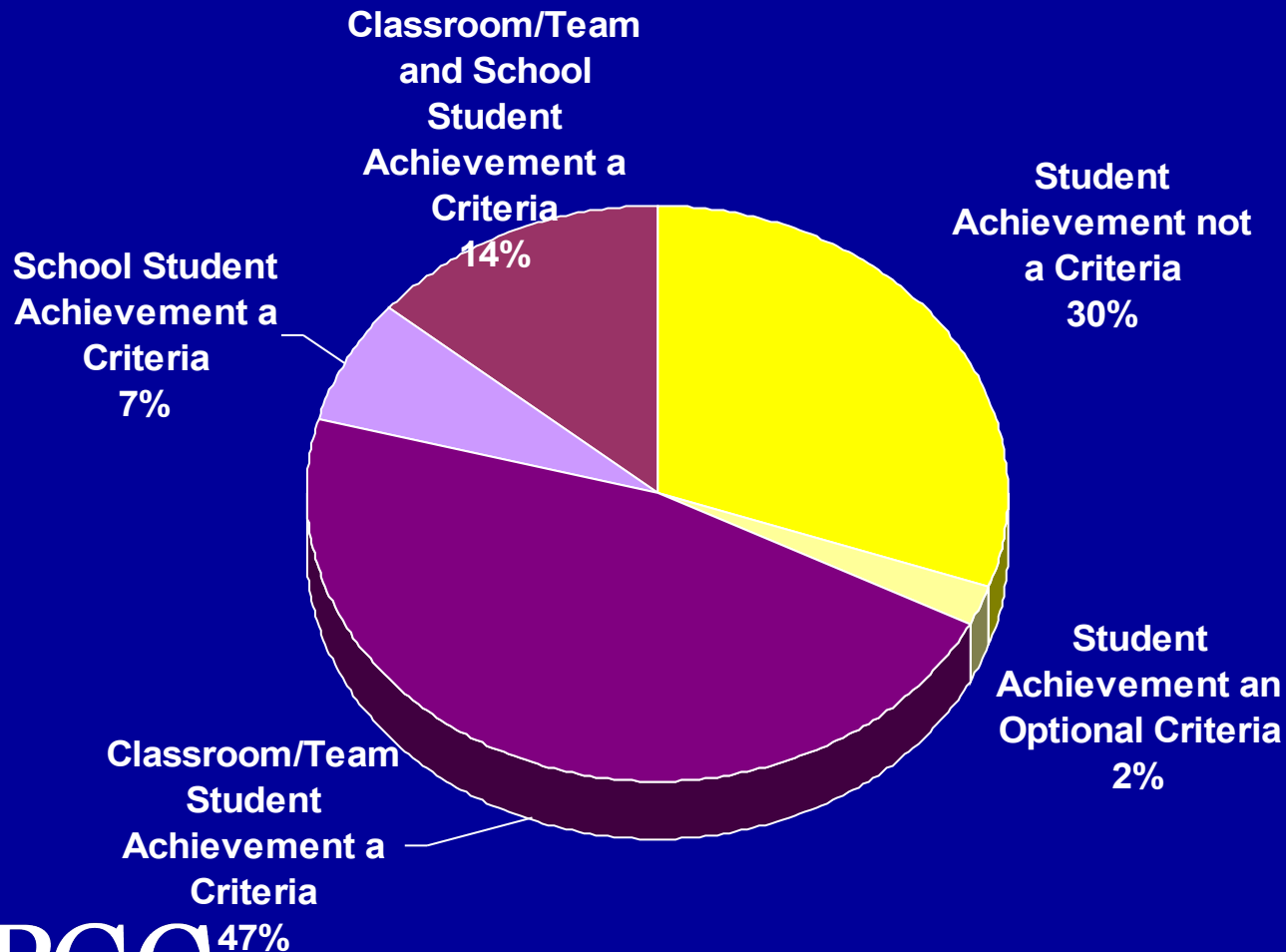# Minimum Number of Criteria Used to Evaluate Teachers
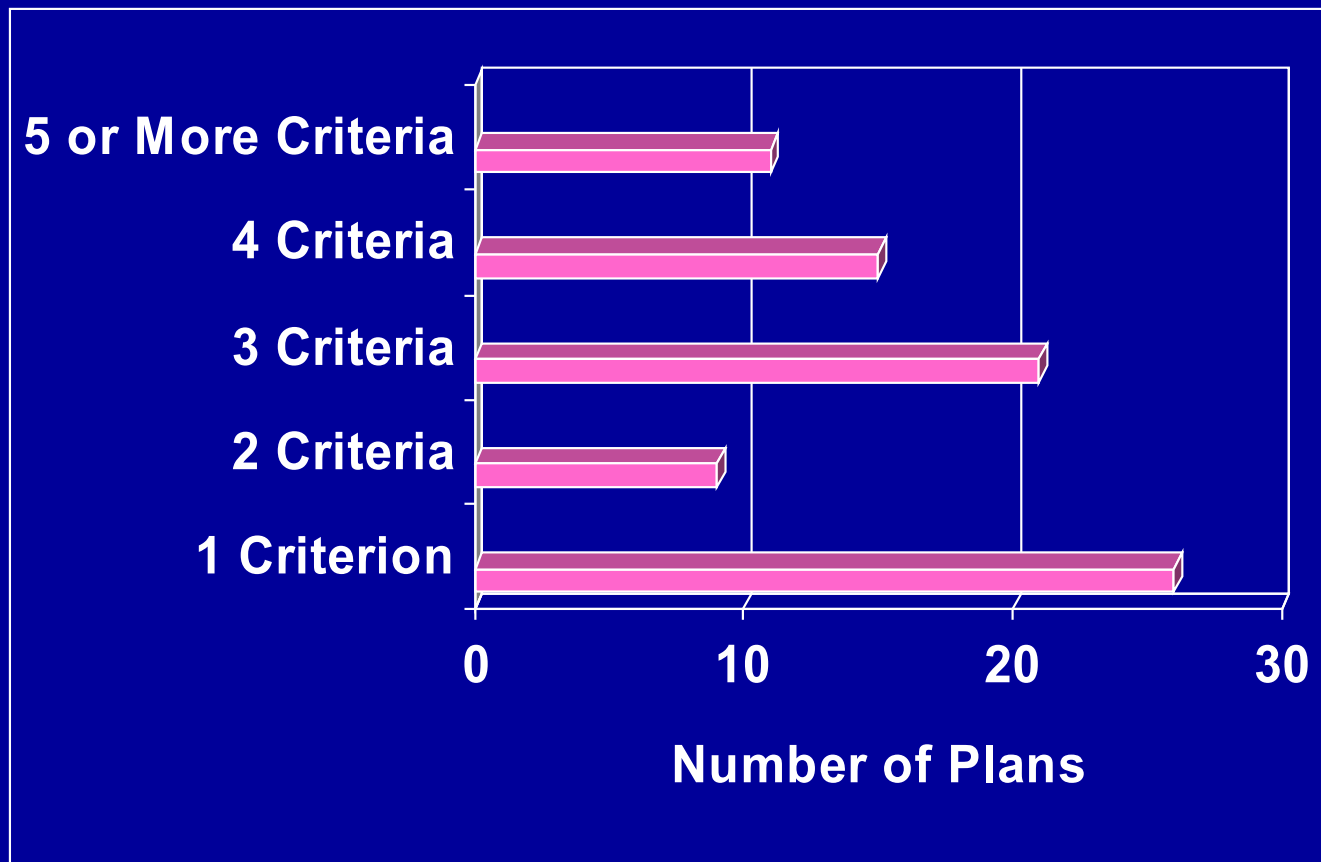
Criteria for Teachers

- Student achievement data
- Parent/Student surveys
- Performance evaluations
- Participation in a Professional Learning Community
- Instructional practices
- Professional development
- Leadership
- Professionalism – punctuality, attendance, appearance

Use of Student Achievement Data in District Plans

Classroom/Team or School Student Achievement a Criteria 8%

Student Achievement Not a Criteria 11%

Classroom/Team and School Student Achievement a Criteria 16%

Student Achievement an Optional Criteria 19%

School Student Achievement a Criteria 16%

Classroom/Team Student Achievement a Criteria 30%

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Use of Student Achievement Data in Charter School Plans

Classroom/Team and School Student Achievement a Criteria
14%

School Student Achievement a Criteria
7%

Student Achievement not a Criteria
30%

Student Achievement an Optional Criteria
2%

Classroom/Team Student Achievement a Criteria
47%

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Most Plans Do Not Specify Student Achievement Criteria

- *Teacher/principal selects assessments & objectives*

- *Percent of students attaining individual learning goals*

- *Student progress on standardized tests*

- *Student progress in core curriculum as measured by common formative assessments*

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More Specific Criteria

- *Percent of students who meet targets on CRTs, AP tests, UBSCT, ACT*

- *Art, guitar, PE – USOE student achievement portfolio*

- *Percent of students making one year's learning gains on CRTS or on pre- and post-tests when CRTS not available*

- *Increase in # of students scoring proficient on Utah core curriculum assessments*

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More Specific Criteria

- *Student growth exceeding expected growth on NWEA Measures of Academic Progress (computer adaptive testing)*

- *80% meet DIBELS goals, 80% reach proficiency goals on ELA CRT*

- *90% make one year's U-PASS progress, 80% of special education students meet IEP goals*

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School Student Achievement Criteria

- *Meet target for % proficient on CRTs*
- *U-PASS whole school and subgroup proficiency and progress*
- *School performance goals on NWEA Measures of Academic Progress and My Access writing software*
- *Meet AYP goals*

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Summary & Conclusions

- Evaluation of school districts' and charter schools' experience in implementing plans, especially in applying student achievement criteria, will be helpful in crafting future plans.

- Future plans should provide different levels of compensation based on performance.

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